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ABSTRACT

The Northwest Louisiana Supplementary Educational Center, also referred to as the Advantage Center, is described and information is provided to staffs of schools and systems interested in the regional center concept. The publication lists the operational objectives of the Center as follows: 1) to develop computer-based, regional total information systems for pupils, personnel, materials, finances, and facilities; 2) to construct programs which transform information into meaningful reports; and 3) to evaluate and disseminate these reports throughout the region. The report further states that the rationale for accomplishing this is to reduce the amount of time teachers devote to administrative paper work while at the same time providing all staff with meaningful information useful in decision-making.A nine year projected timetable for the achievement of these objectives is also presented, along with a description of activities already undertaken. (LB)

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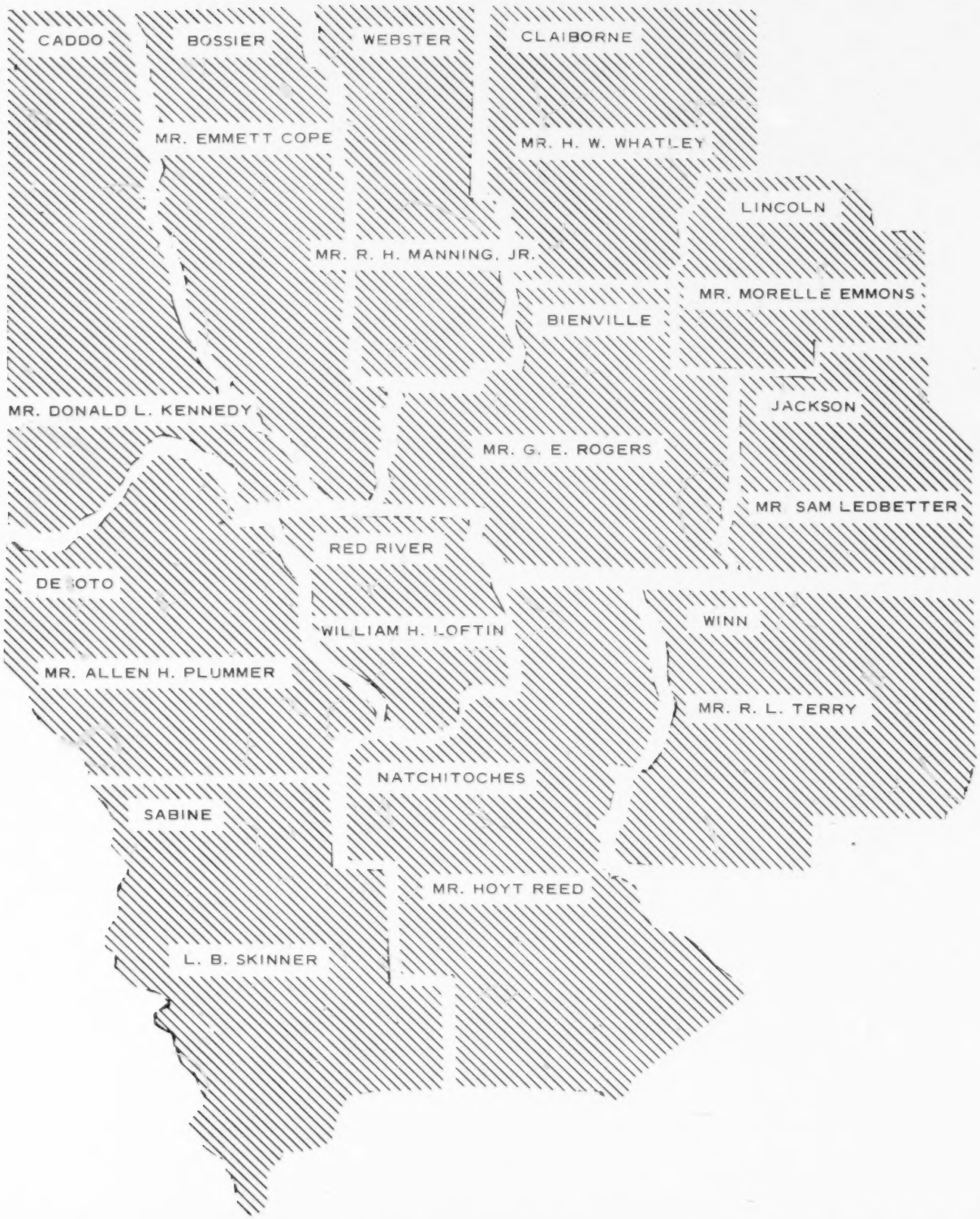
NORTHWEST LOUISIANA SUPPLEMENTARY EDUCATION

THE ADVANTAGE CENTER
INFORMATION GUIDE



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This publication, which replaces earlier editions, is the result of the work of the regional committee appointed by the Superintendents of the Northwest Louisiana Supplementary Education Center.

The Guide is intended to provide information to staffs of schools and systems interested in the regional center concept.

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THE ADVANTAGE CENTER

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INTRODUCTION

The Northwest Louisiana Supplementary Educational Center, was funded under Title III, ESEA, March 1, 1968, as a three year program. The objective of the program is to develop the use of modern educational technology in extended pupil personnel services, with minor emphasis being placed in curriculum research and development.

This Center is serving a twelve parish (county) urban/rural area, to the benefit of 128,088 students, kindergarten through grade 12. There are nine parishes (counties) receiving extended pupil personnel service.

The curriculum research and development module has helped develop the philosophy for Apollo Elementary School. This school embraces the concepts of non-gradedness, team teaching, and modular scheduling. A flexible modular schedule was designed to facilitate large group instruction as well as small group instruction with an emphasis being placed on individualized instruction. The building is constructed of brick and steel with no interior walls between teaching areas, and with all teaching stations having immediate access to the Resource Center. This school has been so well received that all Title III money has been phased out, and local money supports the project.

A second curriculum development module, primarily for eighth graders, involves using a van equipped with a portable link trainer (surplus P3a flight simulator). Units are taught by Mr. Ray Christy, a retired Air Force Flight Colonel. During the 1968-69 school term, 1,622 students completed the Title III Flight Simulator Aerospace Science Course.

As of September 2, 1969 the educational technology module used the computer to schedule forty-eight schools in the region, giving student conflict listings, class load reports (seats utilized), directories, and update listings. The technology module also uses the computer in test scoring analysis and pupil accounting.

GOALS

In determining the most critical needs in education for our region, it was discovered that the average teacher spends 18% of his time with administrative paper work. With this in mind the major goals of the project are:

1. The teacher will be relieved of seventy-five percent (75%) of the time now spent in reports, red tape, forms to be completed, etc., in order that he will have more time to teach.

2. The teacher, administrator, supervisor, and superintendent will receive reports that will be meaningful in evaluating the pupil and curriculum.

3. By accomplishing the above goals, the teacher will devote his patience and energies in meeting individual student needs; the administrator will operate a school in a highly efficient manner; supervisors and superintendents will be able to make intelligent decisions concerning personnel and curriculum.

The operational objectives of the Advantage Center are:

1. To develop a total information system using the computer in five areas:
   a. a pupil system
   b. a personnel system
   c. an inventory materials system
   d. a finance system
   e. a facilities system

2. To develop programs to transform information into meaningful reports

3. To evaluate and disseminate these reports throughout the region

The procedure to be used in reaching these objectives:

First Year: Pilot programs in the pupil system were developed in—
   a. attendance
   b. report cards
   c. scheduling
   d. test scoring and analysis

Second Year: All pilot programs expanded to offer each of the above services to the entire region.

Third Year: Develop and implement new pilot programs in the personnel system, and the finance system.

Fourth Year: New programs functioning will be expanded to the entire region.

Fifth Year: Develop and implement new pilot programs and subsystems in the inventory-materials system.

Sixth Year: New subsystems functioning efficiently will be expanded to the entire region.

Seventh Year: Develop and implement the fifth module, the facilities system.

Eighth Year: Expand the total information system to the entire region.

Ninth Year: Develop and implement a computer-monitored-instruction system as soon as possible.

Each year constant evaluation will take place and adjustments can be made to this tentative schedule.

PLANS FOR CONTINUATION

Prospects for continuation of the project are currently being investigated. Funding for these services could include expanded local and/or state revenues. As of this date, no firm continuation arrangements have been made.

CONCLUSION

Dr. Robert Howe, Director of Educational Data Processing, California State Department of Education, was contacted to assist in evaluation of the project. Dr. Howe visited the Center and later sent another impartial representative, Mr. Jack Fotheroh. This fact-finding committee gave an unbiased report that has been video-taped.

Another source of evaluation came from teachers, who completed special forms. Many constructive ideas, in the form of on-hand criticism, have helped in streamlining operating procedures. These teachers had every opportunity to be objective, as they were not required to sign their names.

Student and parent evaluations of the services were video-taped. It seemed that the logical people to evaluate the project were those being served, those involved in serving, and outside specialists in Educational Data Processing.